

KENTUCKY STATE UNIVERSITY

2009 INSTITUTIONAL PLANS FOR ADULT LEARNERS

1. Financial Aid for Adult Learners

A. Please describe current financial aid programs for adult learners.

The issue of finances, or rather the ability to finance re-enrollment, continues to represent the major obstacle for the Project Graduate and adult learner candidates. The Office of Enrollment Management (OEM) continues to focus on means and mechanisms that lessen this challenge. While we have experienced some level of success, that success has occurred within the constraints of traditional financing options, as opposed to the identification and allocation of funds explicitly for these candidates. While the current financial conditions do not portend improvement in traditional financing options, OEM has and will continue to articulate a clear and consistent rationale for this effort in our proposals to the Council. For example, Kentucky State University and OEM recently reaffirmed our intent to continue support of the KnowHow2GOKy/Project Graduate initiative on our campus, with the intent of utilizing residual 2009 funding for this explicit purpose.

B. Please describe your goals for modifying, expanding, or increasing financial aid for adult learners.

Our coordinated efforts to reach and assist adult learners/Project Graduate candidates in the completion of their degree requirements represent long-term commitments of the Office of Enrollment Management and the institution. OEM will continue to pursue the overarching goal of targeting and educating our adult learner/Project Graduate clients to the current array of traditional financial aid available to them, while pursuing specified allocations from the Council on Postsecondary Education.

C. Please describe your plans to achieve those goals.

Regarding education and the utilization of our traditional financial aid options, we will (1) target students within this profile, (2) encourage and provide assistance with completion of the FAFSA, and (3) effort to ensure their qualification for the following types of federal and institutional awards:

- Federal Pell grant
- Federal SEOG grant
- Federal College Work Study
- Federal Direct Loans (also known as Stafford Subsidized and Unsubsidized Loans)
- Federal Parent Loan for Undergraduate Students
- KHEAA's CAP Grant
- Part-Time Employment
- Institutional Scholarships (merit and need-based awards)
- Federal ACG & Smart Grant

However, all awards remain dependent on the availability of funding and enrollment status, and the key to maximizing their eligibility will be to facilitate their early application. At best, a significant percentage of the profile will face continued challenges, most of which are precipitated by the exhaustion of federal eligibility and past balances to the institution. We will make reasonable accommodations to address those impacted by the latter status. Impacting the former condition, however, remains more troublesome, short of additional resources from the Council.

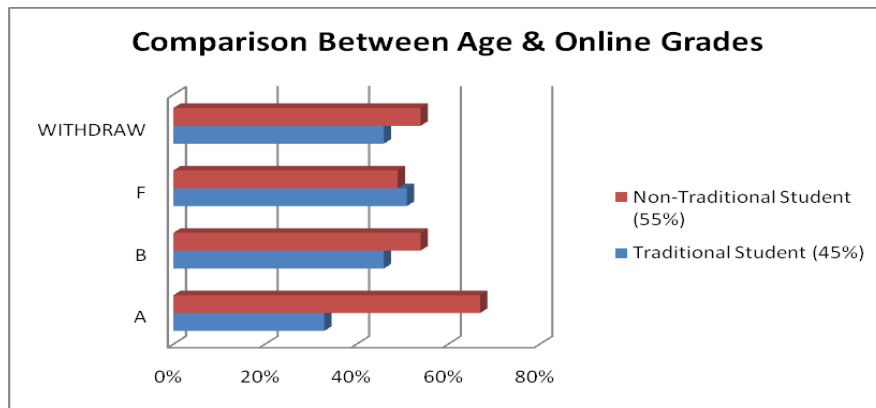
2. Flexible Academic Programming

A. Please describe your current flexible academic programming options for adult learners.

Currently, the available flexible academic programming options for adults are online courses and evening courses. Data have been compiled on students over the age of 25 who have taken online courses since the inception of this type of offering in 2000 through 2007. The results suggest that adult students have been successful in matriculating in online courses and that this is a popular course selection for this population.

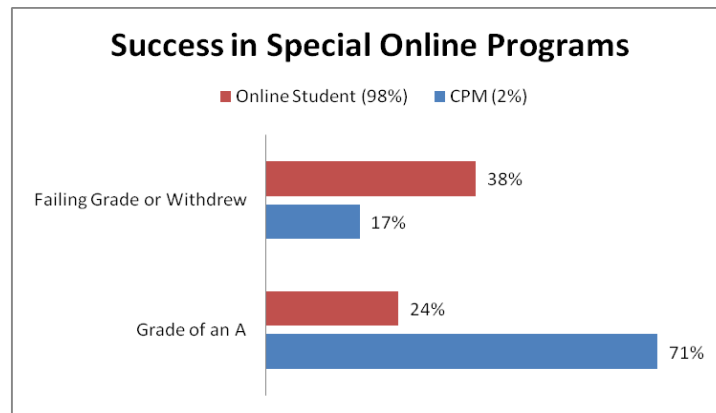
Generally, students over age 25 were more likely to receive a grade of an A or B in an online class and less likely to withdraw or fail an online class. When comparing the grades received for online courses across traditional versus non-traditional aged students, overall the online students at KSU are non-traditional with 55% of them being in this age range. The two groups are similar in the percentage that received a failing grade or withdrew from an online class at 39% for traditional students and 35% for non-traditional students. However, the percentage of students who received the highest grade in an

online class differs drastically with only 19% for traditional students versus 32% for non-traditional students.



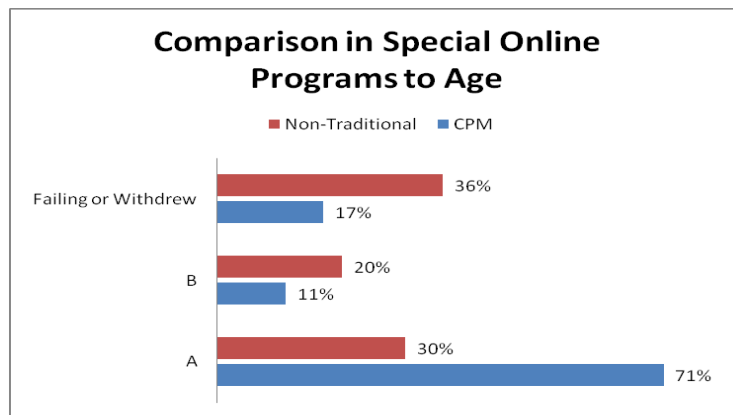
This level of success is also indicative of the results of adults who are participating in special programs at Kentucky State University. For example, adult participants in the Kentucky Certified Public Manager Program are more likely to receive the highest letter grades in online classes and are less likely to fail or withdraw from an online class.

When comparing grades received in online classes by section type, we are able to compare students enrolled in the Kentucky Certified Public Manager program to all other KSU online students. Students who are in the special program known as CPM, only make up 2% of all the students taking online classes at KSU. However, when comparing the percentage who received either failing grades or withdrawals from courses, this percentage is 17% compared to 38% of the remainder of all online students. KCPM students (71%) are more than twice as likely to receive the highest grade (A) in an online course than other KSU online students (24%).



Additionally, data comparing adult students who are not participants of the Kentucky Certified Public Manager program to program participants, supports the results of the Adult Learner Inventory. Specifically, the Adult Learner Inventory data suggests that adults were satisfied with their learning experiences but not as satisfied with the help they received to stay on track in their program of study. For example, compared to other non-traditional aged online students, Kentucky Certified Public Manager students tend to be less likely to withdraw or fail an online course and are more likely to receive a letter grade of A or B. It is suspected that the reason for the difference in success of adult students in the special program at Kentucky State University could be due to the fact that the Kentucky Certified Public Manager program includes an strong advising component specifically for this program. Thus, our own institutional data compared to the Adult Learner Inventory results shows that overall, adult students fare better in online courses than traditional aged students and that adult students who participate in a special program with strong one on one advising support fare better in online courses than all other adult students.

When comparing CPM student grades to other non-traditional students who take online classes, 71% of CPM students earned the highest grade possible in the online courses (A), 11% earned the letter grade “B” in their online classes and 17% either failed with an “F” or withdrew from the course. The remainder of the non-traditional student population had a 30% rate of students achieving the highest grade for an online course (A). Furthermore, 20% received a letter grade of a “B” in the online course and 36% of the remaining non-traditional student population either failed or withdrew from the course.



B. Please describe your goals for modifying, expanding, or increasing flexible academic programming options for adult learners.

C. Please describe your plans to achieve those goals.

The responsibility of modifying, expanding and increasing flexibility of academic programming for adult learners is being placed with the Office Continuing and Distance Education. This unit has developed a three year plan for expanding distance education at Kentucky State University.

The Office of Continuing and Distance Education at Kentucky State University will pursue the strategic planning benchmark of developing a three year plan to expand distance education by utilizing similar guiding principles for online learning that has been previously established by the Kentucky Virtual Campus which is under the direction of the Kentucky Council on Postsecondary Education. The guiding principles utilized in the KYVU strategic plan include: Be guided by quality, be flexible and adaptable, and manage collaboratively.

Be Guided by Quality:

This principle includes incorporating quality instruction, quality administration, quality support services, quality infrastructure and quality programs in all aspects of expanding distance education.

Be Flexible and Adaptable:

This principle includes allowing for adjustments in policies and programming in order to adapt to rapidly changing technology and target population changes.

Manage Collaboratively:

Collaboration involves the Office of Continuing and Distance Education building relationships internal and external to the campus in order to negotiate the best services and products necessary to expand distance education.

Mission of OCDE

Increase the overall educational attainment of Kentuckians through increased participation, retention, and completions rates at Kentucky State University by expanding distance and online learning.

OCDE Goals – 2009 - 2011

The number of students enrolled in distance learning education courses is increased by 25% over the Fall 2008 baseline each academic year.

The number of distance learning courses and programs is increased by 25% over the Fall 2008 baseline each academic year.

The number of distance learning programs for career training students and employers is increased by 25% over the Fall 2008 baseline each academic year.

Student Support

Sub-Goals

Increase support services to online students

Action Item	Deadline
Create help desk for technical support	Year 1 (2009)
Develop distance learning orientation accessible online	Year 1(2009)
Develop online student handbook	Year 1 (2009)
Develop an Early Intervention Program	Year 2 (2010)
Develop program to provide online tutoring support	Year 2 (2010)

Faculty Support

Sub – Goals

Increase faculty support to teach online courses

Action Item	Deadline
Develop incentive program for faculty teaching online	Year 1 (2009)
Create Instructional Designer position in OCDE	Year 2 (2009)
Develop plan for acquiring software for greater ease in course development	Year 1 (2010)

Policy Changes Related to Faculty

Sub-Goals

Develop process for incorporating online course considerations into faculty tenure and promotion decisions

Action Item	Deadline
Incorporate online course experience and interest as part of new hire interviews	Year 1 (2009)
Incorporate evaluations from online courses as a component of department faculty evaluations	Year 2 (2010)
Discuss plan to incorporate special provisions in the university policy for weighted credit for teaching online courses	Year 3 (2011)

New Programming Initiatives for Students

Sub-Goal

Develop new programs for working adults

Action Item	Deadline
Develop certificate program for state government workers	Year 1 (2009)
Develop one new online degree completor program each year	Year 1-3 (2009-11)

New Programming Initiatives for Faculty

Sub-Goal

Develop procedures to assure quality online courses

Action Item	Deadline
Incorporate requirement to use Quality Matters standards in developing all new online courses	Year 2 (2011)
Provide course development incentive pay program	Year 3 (2011)

Technology Needs

Sub-goal

Build infrastructure capacity to decrease technical barriers and improve ease of use of Blackboard course management system.

Action Item	Deadline
Implement upgrade to current Blackboard version	Year 1 (2009)
Upgrade laptops to be able to check out to faculty developing online courses	Year 3 (2011)
Purchase software to be loaded onto laptops to support instructional design	Year 3 (2011)

3. Credit for Prior Learning

A. Please describe your current credit for prior learning policy and provide any data you have on the use of this policy (e.g. How many students earn credit for prior learning each semester? What is the average number of credits earned through credit for prior learning?)

The charts below describes the activity related to the Credit for Life program at Kentucky State University.

Fall 2004

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
2		9	9	Criminal Justice

Spring 2004

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
2		4	4	Physical Education

Fall 2005

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
2		6	6	Fine Arts

Spring 2005

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
2		21	21	Social Work and Criminal Justice

Fall 2006

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
7	4	36	30	Social Work and Criminal Justice

Spring 2006

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
1	0	3	0	Withdrew

Fall 2007

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
1	1	3	3	Physical Education

Fall 2008

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
4	2	27	9	Department of Education and

				Social Work
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Spring 2008

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded	Department
4	1	9	9	LLP, Social Work, Fine Arts

Total # Students Attempting CfL credits	Total # Students Receiving CfL Credits	Number of Credits Attempted	Number of Credits Awarded
26	16	118	91

B. Please describe your goals for modifying, expanding, or increasing credit for prior learning options for adult learners.

The overall goal is to make sure that all adult students upon entering the university are made aware of the Credit for Life program at Kentucky State University. This will be accomplished by the Credit for Life coordinator participating in the orientation for adult learners and making the program visible on campus.

A second goal is to revise the policy and increase the ways faculty are supported who participate as portfolio reviewers for the program. The policy will be revised so as to provide standardization of the materials that are required for the portfolio to be assessed. Faculty will be supported by the development of a handbook for faculty members who assess portfolios and compensation for participating faculty will be provided.

C. Please describe your plans to achieve those goals.

The following chart shows how the plans to achieve the goals will be implemented.

Action Item:	Approved by:	Deadline/Responsible Party:
Task Force developed	Provost	June 30, 2009/Assistant Provost & Assistant Vice President for Enrollment Management
Task Force to make recommendations on Draft of Policy Revisions, Faculty Handbook, and process for Faculty to receive stipend	Associate Provost Assistant Provost Assistant Vice President for Enrollment Management	July 31, 2009/Assistant Provost & Assistant Vice President for Enrollment Management
Draft of Policy revisions	Provost/ Faculty Senate	To Provost by August 31, 2009/To Senate sub-committee by September 30, 2009/ To Full Senate by October 31, 2009
Draft of faculty handbook	Provost/Faculty Senate	To Provost by August 31, 2009/To Senate sub-committee by September 30, 2009/ To Full Senate by October 31, 2009
Process for faculty to receive stipend	Provost/Faculty Senate	To Provost by August 31, 2009/To Senate sub-committee by September 30, 2009/ To Full Senate by October 31, 2009

4. Campus Climate

A. Please describe your current campus climate as it relates to adult learners? Are adult learners considered a priority on campus? Do all departments and units focus on the needs of adult learners?

Kentucky State University considers adult learners a significant priority and has historically pursued the provision of access to this population. The Office of Enrollment Management has implemented a campus action plan that affirms our commitment to this value. More specifically, collaborates in a systematic effort to identify, recruit, and support students within this population. Both national and regional research results indicate that the ability of this population to pursue postsecondary enrollment is unduly impacted by various factors, such as job, family, finances, and other pressures, not because they are academically unqualified. Consistent with these research findings, we believe that our plan represents an efficient and effective strategy for facilitating their entry or re-entry to degree pursuit.

Certainly, fully facilitating the ease of transition for qualified students, from the work force into degree pursuit and eventually degree completion, is a mutually beneficial goal for all involved parties. Kentucky State University and the Commonwealth of Kentucky have already invested resources in them and our desire to increase the percentage of adult learners holding baccalaureate degrees will represent a substantial return on that investment for the Commonwealth.

OEM has pursued the establishment of a campus climate that emerged from a holistic approach, designed to address all of the factors impacting their entry/re-entry and baccalaureate degree completion, inclusive of the following incentives:

Admissions

The institution has:

- Designed and implemented a truncated readmission application, specifically designed to facilitate ease of re-entry to the institution.
- Waived any associated application, transcript, or other associated fees.
- Facilitated an expedited admissions/readmissions process inclusive of personal interaction with the candidates

Enrollment

The institution has:

- Provided to candidates priority enrollment in classes that are required to graduate.
- Generated and provided a comprehensive degree audit summary that clearly identifies (1) the specific and various degree options available to the individual student, (2) the remaining curricular requirements for those respective degree options, and (3) a detailed narrative of potential course substitutions and/or credit applications.
- Facilitated coordination between The Office of Academic Affairs and the Office of Career Counseling and Placement to provide candidates with applicable course credit for professional and life related experiences.

Advising

The institution has:

- Provided to candidates an intrusive system of academic advisement that clearly delineates and utilizes the results of the generated comprehensive degree audit summary.

Counseling

The institution has:

- Provided the candidates with personalized counseling services that (1) utilize the results of the generated comprehensive degree audit summary, and (2) fully explicate the career options and placements that are implied by those respective degree options.

Finances

The institution has:

- Provided special tuition assistance to returning students who are within 18 semester credit hours of graduation.
- Provided special tuition assistance to returning students who maintain at least a 2.75 grade point average.
- Facilitated arrangements for monthly tuition payments.
- Provided eligibility for other institutional academic scholarships and academic achievement awards, consistent with the present academic performance criteria.
- Ensured student eligibility for *Breds' Pledge* special assistance to those students demonstrating specific economic and/or financial hardships.

Marketing

The institution has:

- Fashioned and disseminated specific marketing materials and a communications flow plan that targeted this specific population of students.
- Implemented interactive campus visitations in efforts to (1) fully inform this population of the benefits of degree pursuit, (2) gain knowledge of the unique needs of this population, and (3) fashion a better institutional understanding of the short term and long term resource implications.

B. Please describe your goals for changing your campus climate to better meet the needs of adult learners.

We view our current initiatives as a comprehensive effort to engage all key stakeholders in facilitating adult learners, and the current climate is both positive and supporting.

C. Please describe your plans to achieve these goals. N/A